

### ***Mini-Lesson Planning for Main Idea***

**Benchmark(s)/Standard(s)** *What is the next benchmark(s) on my course timeline or FCIM calendar?*

**LA.3.2.2.3; LA.4.1.7.3; LA.5.1.7.3**

- Reads text and determines the main idea or essential message; identifies relevant supporting details and facts and arranges events in chronological order

#### **Definition**

The main idea of the passage is what the text is mainly about; the big idea. Details are the part of the text that support the main idea and make the text interesting (Reference: Learning-Focused Solutions, Inc.). Don't confuse a story detail with the main idea. Details help tell you about the main idea.

**Essential Question(s):** *How do readers use their own words to summarize the main idea? How do readers identify the main idea when it is explicitly stated? How do readers look back in text for recalling and locating details? How do readers use graphic organizers to show understanding of text?*

#### **FCAT Stem Questions**

- What is the main idea of this passage?
- Write a summary of \_\_\_\_\_.
- Why do you think this story/article has the title \_\_\_\_\_?
- Retell a portion of the story.

**Materials/Resources:** *What do I have or need to have in order to teach the lesson objective(s)?*

Teacher: Picture book, completed class novel, other text samples; chart paper, overhead (LCD projector or doc camera), graphic organizer templates (students can also draw these on paper)

Student: Paper, pencil

**Lesson Agenda:** *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson: Sequencing

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

**Special Note:** Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Instruction; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

#### **Suggested Read-Aloud:** *Fables* by Arnold Lobel

Pre-read the *Fables* (or other appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, make predictions or make connections. Identify the author, title, setting, characters, etc. Activate prior or common knowledge. Take a picture walk. List the important words in the story. During oral reading, conduct several teacher think-alouds. Include statements like, "This detail tells me..." "This story is mostly about..." "The most important detail is..." "This passage talks about..." *Incorporate who, what, where, when, why, and how questions and answer relationship statements to support the construction of the main idea of the text piece read.*

**Special Note:** This is a suggested text. Use any other story, informational text, literature from Trophies, or other familiar text that is appropriate for your students. The format for presentation would be similar.



### Activating Strategy: Two Minute Talks

This is a fast-paced activity in which the teacher will direct students to “talk with your partner”. Students will share with a partner by brainstorming everything they already know (activating prior knowledge) about main idea and details. Have Partner A talk for two minutes. After two minutes, partners switch and Partner B talks for two minutes on the same topic, trying to follow the “rule of no repeats”, if possible. The teacher should monitoring student talk. Have two or three groups share one idea from their Two Minute Talks.

### Mini-Lesson Delivery for Main Idea

**Day One: Explicit Instruction:** *(through Read-Aloud) How will I focus my students on what they need to learn? What important vocabulary will I introduce/review?*

#### Signal Words and Phrases

Add the following **signal words and phrases** to interactive word wall: mostly about, sums up, most likely, main theme, best tells, main purpose, another title; who, what, where, when, why, how

Tell students that the main idea of the passage is what the text is mainly about; the big idea. Details are the part of the text that support the main idea and make the text interesting. Post the following four sentences for all students to see. Read each one. As part of a think-aloud, say why three of the sentences are supporting sentences and why one of them is the main idea. Students need to hear your thinking.

Sentences:

- While one team bats, the other team fields. (detail)
- If the batter crosses home plate, a run is scored. (detail)
- Baseball is an exciting game played in the United States and other countries around the world. (main idea)
- The team with the most runs at the end of the game wins. (detail)

Reference: Sentence text adapted from *Sport Skills*, published by The Wright Group

**Day Two: Modeled Instruction:** *How will I show my students what they are expected to do to answer the essential question(s)?*

#### Read Aloud – *Fables* by Arnold Lobel (or other familiar text)

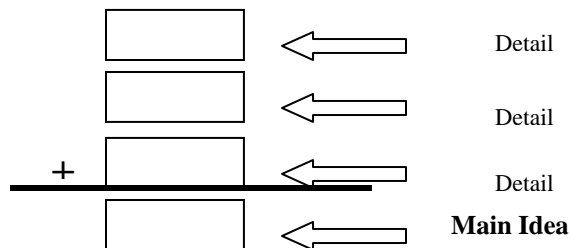
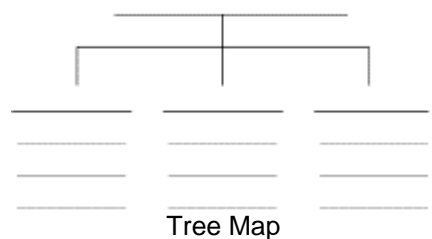
1. Use a familiar trade book or familiar text piece.
2. The teacher is modeling for the students without student input.
3. Next, explain that main idea is an important skill that we must learn to be good readers. Using the information in one of the selections read in *Fables* by Arnold Lobel (or the following paragraph), plot the appropriate information on the Basic Signal Words organizer or tree map to model how to determine the main idea of a passage.

*At age 15, Christopher Columbus left home to work on trading ships sailing on the Mediterranean Sea. During these voyages, he improved his sailing skills. He learned how to navigate by studying the height of the North Star at night and the position of the sun at noon. He learned how to use a compass. By watching birds, fish, driftwood and the color of the water, Columbus could tell where he was. The sea had much to teach him.*

(Passage taken from *Main Idea & Summarizing* by LeAnn Nickelsen, Scholastic, 2004)

**Model with students as you write AND do think-alouds throughout.**





**Day Three: Guided Practice:** *How will I help students practice answering essential question(s)? How will I incorporate collaborative structures and checks for understanding?*

Practice 1:

Repeat the same activity from Day Two using a different piece of text from Fables, or any other brief text piece (paragraphs work well) that can be posted for all students to see. Continue to do a think-aloud to differentiate between main idea and supporting details. Students should help the teacher complete the graphic organizer (either tree map or main idea/detail organizer above).

*They look like blobs of jelly. They sting like bees, and they appeared in record numbers off the U.S. shores last summer. On the Atlantic and Pacific coasts, swimmers reported more jellyfish sightings, and stings, than ever before.*

(Passage taken from *Main Idea & Summarizing* by LeAnn Nickelsen, Scholastic, 2004)

Practice 2:

Repeat the same activity as Practice 1 using a different paragraph, except students will work in collaborative pairs to read the passage, discuss which sentences are the details, and which is the main idea. Pairs will complete one graphic organizer together.

Additional strategies/activities:

- Give students several picture selections. Using the details in the picture, have students write what they think the main idea of each of the pictures could be.
- Have students create 2 to 4 sentences to share with a partner. The partner reads the sentences and indicates which one is the main idea and which are the three supporting sentences.
- Display two pictures for students (or use examples from math, science, social studies, or Trophies texts). Have pairs use one of the graphic organizers to complete to depict the main idea and details.

**Special Note:** It is important that students are able to determine the main idea in any text piece. This is a skill that should be taught continuously throughout the year and embedded in all content areas.

**Day Four: Independent Practice/Processing Activities**

Provide each child with a paragraph of text. Students should use one of the graphic organizers to identify the main idea and supporting details. One of the additional strategies/activities may be substituted as well.

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- Give students several picture selections. Using the details in the picture, have students write what they think the main idea of each of the pictures could be.
- Have students create 2 to 4 sentences to share with a partner. The partner reads the sentences



and indicates which one is the main idea and which are the three supporting sentences.

- Display two pictures for students (or use examples from math, science, social studies, or Trophies texts). Have each student use one of the graphic organizers to complete to depict the main idea and details. This is an independent activity.

**Special Note:** It is important that students are able to determine the main idea in any text piece. This is a skill that should be taught continuously throughout the year and embedded in all content areas.

**Day Five: Assessment:** *How will I know if my students can answer the essential question(s)?*

**Extended and Refining Activity:** Connection to Writing/The Important Thing

Using the graphic organizer created on either Day Two or Day Three to summarize their learning, students will use the content to write to respond to how the main idea is different from supporting details. Students should be prompted to include signal words for compare/contrast in their writing. Students will write important details of what was learned regarding the main idea of a passage.